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Vol. I. NOVEMBER, 1929 No. 11

# Agricultural Education

Issue Theme

## Adult Education in Agriculture

Evening School Graduates at LeSueur Center, Minnesota, Winter 1929

**EVENT OF THE MONTH**

**Future Farmer Congress**

**Kansas City, Mo., November 16–22**

# EDITORIAL COMMENT

**AGRICULTURAL EDUCATION**
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## ADULT EDUCATION—A MODERN FOUNTAIN OF YOUTH

WORKERS in agricultural education who are sponsoring and directing evening schools should recognize that they are linked up with one of the most significant movements in modern life.

Adult education is more than a device for the instruction of those too old to attend the traditional schools. It is a symbol of a new attitude toward age, a manifestation of a new philosophy of adulthood, a harbinger of hope for those whose youth is spent.

This century has been a singularly difficult one for adults everywhere. The perils of the "industrial scrap-heap" are well known and real in urban centers. Probably, on the whole, adult farmers have fared better than urban adults in this period of rapid change.

All of us who have worked with mature farmers in recent years have felt the handicaps which trace to a lack of confidence and morale among them. Spirits have been low. Courage has often failed them.

Many of them are all too well aware that they have failed to adjust to the new world in which they are living. Their solicitude about the education of their children is an admission, oftentimes, of their own failure.

Hundreds of thousands of them have given up the struggle at an early age and have gone into retirement, living vicariously the lives of their better-adapted offspring or waiting for death to release them from a dreary existence. Where, other than in the life of the familiar "retired farmer" is there a better argument for adult education?

Mental ills follow this failure to adjust to a changing world as surely in the country as in the city. "From the point of view of mental health," says an expert, "nothing is more important than the ability to discard old habits or attitudes and acquire new ones." And this is what a large section of our adult population has been unable to do.

Now we come with the message that adaptation and change may be lifelong; that it is not necessary to be driven to the chimney corner at an early age, but that it is possible to achieve most fully in later life, even in spite of earlier frustrations. What would it mean to rural America to have the viewpoint of adult education taken seriously?

Teachers of evening classes in agricultural subjects will do well to get over to their students this general philosophy. It will help to motivate them in our special subject. More important, it will carry over to other realms of their thinking and help to build a new attitude, a new morale.

We recommend Thorndike's "Adult Learning" as a source of the scientific facts underlying this modern view with which every teacher of agriculture should be familiar.

* * *

## CALL FOR MEETING OF AGRICULTURAL SECTION OF A. V. A.

**The American Vocational Association holds its convention in New Orleans, December 5 to 7. For those who attend the convention an opportunity will be provided to stop in the different states of the South, observe first-hand some of the splendid things which are being done in agricultural education and partake of the fine hospitality which is so characteristic of this region.**

**Workers in the field of agricultural education are rapidly identifying themselves with the American Vocational Association. At the time the George-Reed Bill was in the balance, representatives from the various fields of vocational education came forward and gave their time, money, and best efforts for the passage of this bill. Dr. Cooley, president of the national organization, stood squarely for the passage of this measure and exerted his efforts for its approval in Congress. Another step is soon to be taken for the advancement of vocational education. Men in the field of agricultural education should be alert and effectively organized to further the cause.**

**The Agricultural Education Magazine has served a real need during the past year. It is providing a medium for exchange for the best thought and for citations of outstanding work in the several states. It has deserved and enjoyed an increased circulation and no worker in the field of agricultural education can afford to be without it.**

**With the increased funds in agricultural education, the Federal Board for Vocational Education has added new members to its staff with a view of supplying additional help to the different states. This is only an additional sign of the onward march in agricultural education. The greatest need for us at this time is to get a clear vision of what our objectives are, take inventory of our present status, consolidate our gains, and make plans to carry on.—L. R. Humpherys, Vice-President for Agriculture, American Vocational Association.**

## EVENING WORK AND THE DAY SCHOOL PROGRAM

PERHAPS the most influential part of a man's education comes not from the school he attends but from the community in which he lives and from the work by which he makes a living. Schools cannot make better citizens than communities demand and their working lives determine. The school can, for a short time, lift an individual student beyond the standards of his community, but, save with the exceptional person, the community will sooner or later get him . . . The school and the social order must be saved together or they will sink together."

This comment by President Glenn Frank of the University of Wisconsin has its definite application to agricultural education.

It is quite hopeless to expect that those who go out from our day classes in agriculture will carry on farming differently than it has traditionally been carried on, unless there has been concurrent education of their neighbors and elders.

School and community must go forward together. It is as important to re-create the environment in which youth must live as to re-create youth for life in a better environment.

The evening class in agriculture gives us our best chance to work upon the social environment in which our charges must live when they have completed their high school courses.

Not only that, the evening school gives us our chance to pave the way for a progressive program of supervised practice for our high school boys while they are yet in high school. It is expecting boys to go against human nature to expect them to put into practice in their projects methods which are ridiculous to the experienced and successful farmers of the community, however sound those methods may have been proved scientifically to be. A little good precedent on the part of mature farmers plays an important part in bolstering up the day school program.

# Why Evening Classes in Vocational Agriculture?

G. A. SCHMIDT, Colorado Agricultural College

G. A. Schmidt

INNUMERABLE facts might be stated why every department of vocational agriculture located in our public high schools should give evening class instruction in vocational agriculture to adult farmers located in its community. This article will mention only a few of these facts because space does not permit a discussion of all of them. The following points are therefore discussed:

1. *Vocational training is intended for all who can profit by the instruction.* It is a generally accepted fact that any specific form of vocational training should meet the needs of all persons over 14 years of age engaged in or preparing to engage in the occupation for which the training is given, who can profit by the instruction.

The most fundamental idea in back of all vocational education is that it is a social efficiency device which aims to conserve and to develop our human and natural resources. Human resources are conserved and developed by effective training, and natural resources are conserved to the degree that all the people who handle them do so in the most efficient manner. Any form of vocational training is intended for all the people who need that training, want it, and who can profit by it.

2. *The Smith-Hughes Act implies that vocational training in agriculture be extended to adult farmers.* In section 10 of the Smith-Hughes Act, describing the kind of vocational education in agriculture which must be offered by a school in order to qualify it for receiving the benefits of the federal funds made available for the work, it is clearly stated, "That such education be designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home."

The framers of the Smith-Hughes Act have specifically implied that the benefits of the Act should be extended to the employed group of adult farmers as well as to the young unemployed group regularly going to school. There is no doubt of the fact that in the past we have put most of the emphasis in vocational education in agriculture upon the group preparing to enter farming, and have sadly neglected the group that has already entered upon the work of the farm.

3. *Vocational training given to an unemployed group is more efficient than that given to an adolescent unemployed group.* Facts, theories, and skills acquired by the adolescent boy for adult life purposes, if not continually used, are soon forgotten. Dr. Charles A. Prosser says: "'Adolescent stuff' should be taught to adolescents, and 'adult stuff' to adults. Let us urge the postponement of 'adult stuff' for the use of adults, and not bother adolescents with the study of something that we hope will prove valuable at some indefinite time in the future. The adult can learn what he needs to know as an adult better than he can at any time earlier. The best time for anyone to learn anything is when he needs it."

This same general idea characterizes the many movements in curriculum revision in general education taking place everywhere today. It is largely a waste of time, energy, and money to attempt to teach anyone anything he cannot make the most efficient use of until some far distant day. On the other hand, to give training to an employed group, training which will help the group to solve its immediate problems and help it to do better, right now, the things that must be done, is the most efficient type of training.

**A MESSAGE TO EVENING SCHOOL MEMBERS**

**"Youth is not a time of life; it is a state of mind. It is not a matter of ripe lips, red cheeks, and supple knees; it is a temper of the will, a quality of the imagination, a vigor of the emotions; it is a freshness of the deep springs of life.**

**"Youth means a temperamental predominance of courage over timidity, of the appetite of adventure over love of ease. This often exists in a man of fifty, more than in a boy of twenty.**

**"Nobody grows old by merely living a number of years; people grow old by deserting their ideals. Years wrinkle the skin: but to give up enthusiasm wrinkles the soul. Worry, doubt, self-distrust, fear, and despair—these are the long, long years that bow the head and turn the growing spirit back to dust.**

**"You are as young as your faith, as old as your doubt; as young as your self-confidence, old as your fear; as young as your hope, as old as your despair."—Anonymous.**

4. *Adult farmers can learn.* Evening class instruction in vocational agriculture is a matter of helping farmers to make continual adjustment to their ever-changing environment. It is recognized today that any able-bodied person is never too old to make such adjustments. Dr. E. L. Thorndike in his recent book on "Adult Learning" summarizes this particular point in the following words: "In general, nobdy under 45 years of age should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning anything which he ought to learn. If he fails in learning it, inability due directly to age will rarely, if ever, be the reason. The normal individual of 30 to 45 years of age is probably better able to learn anything than he was at the age of 15 to 17—provided he wants to learn."

There is little doubt of the fact that every adult farmer has learned more about farming since he has been farming than he had learned before he assumed the management of his farm, and every one of these farmers will keep on learning about farming. To assist them in their learning is the sole function of systematic instruction in evening classwork in vocational agriculture. This movement is socially valuable and well worth the conscientious efforts of all teachers of vocational agriculture.

5. *Evening class instruction in vocational agriculture is in accord with a sound philosophy of education.* Fundamentally, education is a social process. It aims, by elevating the character of human conduct, to make every individual worth more to society than he otherwise would be. It aims to adjust the individual to meet better the needs and the demands of life.

If an educated person is worth more to society than an uneducated person, he possesses that greater worth not because he knows more, but because he uses what he knows in rendering to society a greater service than he otherwise could. Opportunities for rendering educational services to any particular group of normal people practically never ceases.

Education is a continuous process. President Glenn Frank of the University of Wisconsin said, "A true system of education registers men at the cradle and graduates them at the grave." This idea pertains as much to vocational education in agriculture as to any other form of education. All educators should realize that in any true and complete system of education there is a place and a need for vocational education in agriculture for adult farmers. Evening class instruction in vocational agriculture aims to help adult farmers to reorganize their experiences in farming, with the hope that such reorganization will add to the meaning of their experiences, and will increase their abilities to direct more efficiently their subsequent experiences. Any form of education which accomplishes such ends is real education.

6. *There is a greater need today for evening class instruction in vocational agriculture than there has been in the past.* Science and invention are continually adding to our store of knowledge; new and better processes are continually being developed, all of which add to the development of our civilization. No worker in any field can ignore these many changes and fail to make use of those which can help to make him more efficient. Continual readjustment in this marvelous, changing world is absolutely essential to the greatest success, and implies that one must continually learn.

This truth pertains as much to agriculture as it does to any other industry. In the past, when things changed little and very slowly, there was not the need for adult vocational training that there is today. Furthermore, all evidence seems to indicate that changes will be even more rapid in the future, and will

(Concluded on page 15)

# Progress in Agricultural Evening Schools

J. A. LINKE, Agent, North Central Region,
Federal Board for Vocational Education

A GREAT deal has been said recently about adult education. But do adults really go back to school and in what sort of education are they interested? A good illustration of adult education in the United States is found in the growth of evening schools in agriculture.

When the Smith-Hughes Act was passed by Congress in 1917 the first move made by those in charge of the work was to establish it in the high schools of the states, and those enrolled in the classes were high school boys from the country. The work proved to be of such value to farm boys that adult farmers became interested and began returning to school to take courses in practical agriculture with the vocational teachers. They were interested in the kind of instruction that helped them with immediate problems on their farms.

In 1920–21 this work began. During that year 1,139 farmers attended evening classes in the United States. The work grew and the interest among farmers increased as they realized the intent of the law and that they could secure help from vocational teachers in their farm problems. In 1922–23, there were 9,319 farmers enrolled in evening classes. The interest kept on growing and it became popular in many states for farmers to return to school.

## May Out-grow Day Schools

During the past fiscal year of 1928–29, 48,611 adult farmers were attending these evening classes in the United States and from present indications the enrollment will in time be greater than in all-day classes. They already outnumber the day students in Arizona, North Carolina, and South Carolina, and the work is destined to grow as farmers realize the possibility of securing help in practical farm problems.

The accompanying graph shows the growth of evening schools in the United States as compared to the all-day schools.

I think we can safely say that the all-day and evening schools are here to stay. We should make plans to extend the work along these lines as rapidly as possible, for herein lies the future development of vocational agriculture.

One of the things that has made for the success of evening classes is the improvement in methods of instruction.

In the beginning the lecture method was used by vocational teachers in evening classes and the course of instruction was extended over several enterprises. Then as the work proceeded it was found of more value to give a unit course of instruction on some one enterprise, discussing the problems of the farmers in the class.

More recently they are using what is known as the conference method on the practical problems of the farmer and the course of instruction is narrowing down to some one phase or job of an enterprise, such as "The Feeding of Dairy Cattle." In such a course the farmers are asked to discuss their problems in the conference, giving their experiences and how they might improve. Such questions as "How to grow as much of the feed as possible on the home farm," are discussed.

## Farm Practices Affected

Is the teaching of evening classes really functioning in improving the methods of the farmers attending? Results are being obtained in classes where the teacher has a careful follow-up program with the farmer on his home farm, where he assists in getting the instruction applied.

The farmer often needs help in carrying out the class instruction. He may have difficulty in preparing and feeding a balanced ration. If the teacher gets on the job with him, he can help the farmer in many ways in balancing his ration and seeing that he is properly feeding. He can also assist the farmer in keeping his records and in doing many things which would remain undone without his help. Therefore, the supervised practice is very important in connection with evening classwork. The question is asked, "Has evening class instruction really functioned?" Many instances may be quoted where practices have greatly improved by the work of the vocational teacher thru his instruction and follow-up work:

In North Carolina, 12,109 farmers attended evening classes. Some of the improved practices which followed were: Cotton—improved seed, prevention of seed mixing, field selection, etc.

In Virginia, 7,158 farmers were in evening classes. Some of the improved practices were: Dairy—purebred sires, the keeping of records, the growing of legumes for feed, etc.

## Increased Earnings Estimated

In Oklahoma, 849 farmers did supervised practice work and their increased earnings were $91,370.15, or $107.62 per pupil. Some of the improved practices were: Trucking—formation of co-operative marketing associations, improved grading and packing, and improved quality of product.

In Iowa, a course in Swine: improved feeding, clean ground, self-feeders, McLean County system used, legume pastures, and improved breeding.

Particular cases may be cited where men have greatly improved their methods of farming. A case is cited in Wyoming where a farmer taking an evening course improved the laying of his hens 100 percent; but this is only one out of many cases where men attend evening class and carry the instruction into practice. Marketing associations have been formed in connection with evening schools and in such cases the farmers are wide-awake to new improvements and are demanding further instruction in evening classes.

One of the best ways to note the value of evening classes is to hear what those attending have to say:

"If these meetings were to continue into the busy season of spring work, I would still continue to come. A fellow can read and read; but discussing and talking problems over with others is the

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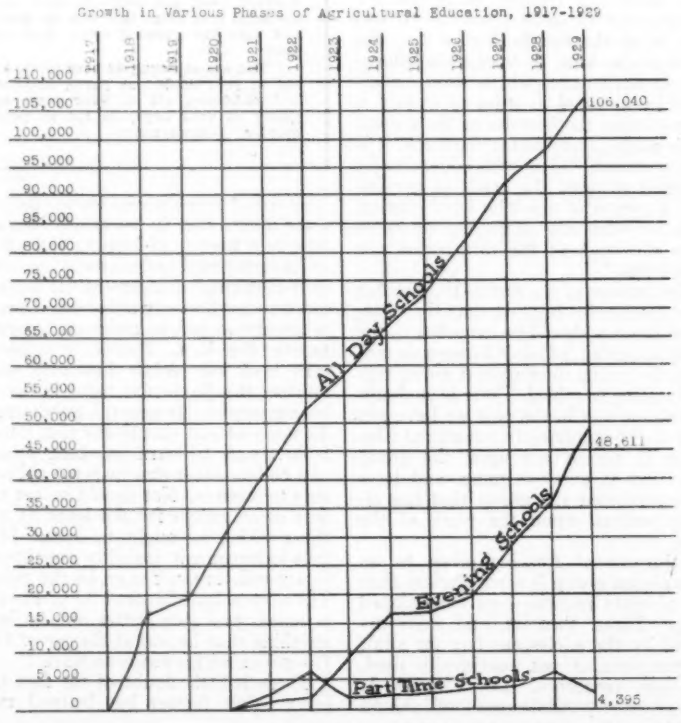

# Modern Conceptions of Adult Education

## Youth vs. Age in Learning

OLDER people are not cut off from learning by lack of ability to acquire knowledge and dexterities for which they honestly long and for which they are ready to pay the price. And the cost does not rise between 18 and 45 in any considerable degree."—*Dr. James Harvey Robinson.*

**"The great teachers of history gave themselves to the teaching of adults. Jesus did not summon eager-eyed youths to receive the discipline of a new ethics, but bearded men, heads of households. The disciples of Socrates were as a rule men advanced in middle age . . . The crowds that flocked to the great Stoic teachers in the day of the Antonines were mature men and women and the same was true of the immense following of Abelard. Only in modern times have we made education a prerogative of the children and adolescents who formerly were left to pick what they could at second hand from gentle, lean-ribbed pedagogs."—Alvin Saunders Johnson in the "Journal of Adult Education," February, 1929.**

COMPARING youth and middle age I find that there is hardly a subject in our curriculum that the average mature mind will not grasp with equal ease and with superior understanding. Take two men of equal intelligence, one 45 and one 20, both in good health and with good habits, both free from hampering worries, and turn them loose on a new subject in which they are both interested. One finds immediately that the man of age and experience has all the advantage."—*President F. B. Robinson, College of the City of New York.*

"The learning process is co-extensive with life. Work in comparative psychology as well as in human learning supports this view. The rat is never too old to learn, why then the human? The greatest obstacle to the development of new habits are, first, the fear of ridicule if we are seen trying to do something new, and second, the paralyzing belief that we *cannot* do anything different. Proverbs such as the one about the impossibility of teaching old dogs new tricks have a most mischievous effect."—*Dr. W. E. Blatz, Toronto University.*

## Thorndike on Adult Learning

IF AN adult class were to be divided into two sections, one expected to make rapid progress and the other expected to make slow progress, age would be practically worthless as a basis for that division. . . . The misrepresentation of a careless moment on the fixity of adult habits has afflicted popular pedagogy with an erroneously exaggerated estimate of the lack of plasticity—or learning power, or modifiability—of adults.

"This exaggeration may have helped to preserve the custom of confining education to early years, a custom for which there is, in my opinion, no ultimate justification of any sort. There is certainly no justification for it on the grounds of the futility of education of adults. . . .

"The provision of opportunities whereby adults can learn those things which they are able to learn and which it is for the common good that they should learn is a safe philanthropy and a productive investment of the nation. . . . Adult education suffers no mystical handicap because of the age of the students. On the other hand, it is not freed by the nature of its clients from any of the general difficulties—of adaptation to individual differences, stimulation of interest, arrangement for economy of learning each element, and organization of the subject of study so that each element of learning shall help all the others as much as possible and interfere with them as little as possible."—*Dr. E. L. Thorndike in his book, "Adult Learning."*

## Insuring an Interesting Old Age

ADULT education is the cause of much optimism because an increased number of people see in it a remedy for uninteresting and pessimistic old age. Perhaps the greatest contrasts in life are noticeable in men and women after 45 or 50 years of age because some are unable at this time to make a transition from interests that are largely physical to those that are largely mental and spiritual, while others for some reason do not make this important transition, and their old age is, therefore, uninteresting and pessimistic—one of the greatest tragedies in life."—*L. R. Alderman, Specialist in Adult Education, United States Bureau of Education.*

## Middle Age Adopts New Farm Ideas as Readily as Youth

MANY extension workers are of the opinion that young farmers are more likely to adopt new practices than are middle-aged or elderly farmers. This opinion, however, is not borne out by the results of a study involving 1,636 farmers in four states, recently completed by M. C. Wilson, who is in charge of extension studies for the Office of Co-operative Extension Work, United States Department of Agriculture.

"Fully as high a proportion of farmers 45 to 60 years of age adopts the new practices recommended by the extension workers as do the younger farmers," says Mr. Wilson. "Dividing the farmers included in the study into eight groups, each with an age difference of five years, it was found that 76 percent of the farmers in the youngest group (30 years and less) changed practices as a result of extension information as compared to 77 percent in the group 31 to 35 years and the group 36 to 40 years."

Mr. Wilson reports that new ideas were adopted by all age groups as follows:

| | *Percent* |
|---|---|
| 30 years and under | 76 |
| 31 to 35 years | 77 |
| 36 to 40 years | 77 |
| 41 to 45 years | 79 |
| 46 to 50 years | 72 |
| 51 to 55 years | 76 |
| 56 to 60 years | 71 |
| 61 years of age or older | 66 |

"Farm women on these same farms responded to the teaching of new practices in home economics in much the same way," says Mr. Wilson. The age group 46 to 60 years and over made approximately as much use of 'new ideas' as did the farm women of 30 years or younger.

From these surprising results, which indicate that middle-aged farmers and farm women are as progressive and as ready to make use of the latest discoveries in agriculture and home economics as the younger generation, Mr. Wilson concluded that "desire to learn is apparently of much greater importance than age."—*The Progressive Farmer.*

## Old Age in the City and on the Farm

A SURVEY of the industrial situation in our larger towns drives home the point that farm life has its compensations, especially for older men. In the jobs around the farm, judgment and skill often more than overbalance youthful vigor. In the machine industry of the city, the worker must keep up with the pace of the machine. Judgment plays little or no part in his work. He is simply an adjunct to the machinery, and his sole function is to see that his arms and hands keep time to the rhythm set up by the machine he tends. Under such conditions, age, even the middle years, comes to be a disqualification for a well-paying job.

A recent survey of a middle-western town brought out these statements from managers of machine shops:

"We find that when a man reaches 50, he is slipping down in production."

"Only about 25 percent of our workers are over 40."

"In production work, 40 to 45 is the age limit of the speed needed in the work."

"The age dead line is creeping down on these men—I would say that at about 45 they are thru."

On the farm, on the other hand, a man of 45 is just beginning to get on to some of the fine points of his business, and has a good many years of increasing usefulness ahead of him. This is something for older men on the farms to remember and to be thankful for. It is also something for the younger men to think about when they plan to go to town and get a good paying job in a factory.—*H. A. Wallace in Wallaces' Farmer.*

## Georgia Is Off to a Good Start

UP TO the middle of October 29 Georgia teachers had under way 38 evening classes in agriculture. During the entire year, 1928–29, only 42 classes were held by 36 teachers. The prediction is made by the state office that nearly all Georgia teachers will hold evening classes by the end of the present fiscal year. Attendance at these meetings has been unusually large this fall.

# Successful Evening Schools

## Twenty-five Hundred Reached in Ten Years

W. B. McDOUGALL, Director,
Atlantic County Vocational Schools,
Pleasantville, N. J.

ATLANTIC County, New Jersey, has had evening classes in agriculture for farmers for the past 15 years. The total enrollment for the past 10 years has been approximately 2,500. Last year there were 306 in our evening classes. The number of classes varies in different years, ranging from 14 to 17 annually. These classes are held in schoolhouses or halls thruout the county, yet convenient to the farmers. Some are in session each week during the winter until concluded; others are held periodically thruout the year.

The above enrollment figures include evening classes in agriculture only and do not consider home economics classes or daytime classes in agriculture. Small fruits, tree fruits, vegetable growing, poultry, fertilizers, soil improvement, and marketing are a few of the subjects which have occupied teachers and men in these evening classes.

Supervised practice growing out of this evening class work follows necessarily. It is, in fact, the most important part of the work. A few cases of what is accomplished thru this supervised practice may be of interest.

One group of farmers who studied vegetable growing decided they would join forces in the establishment of a semi-retail market. This market has been in operation for about thirteen years. Last year 18 men did a business of about $150,000, at a profit over regular wholesale marketing.

An outgrowth of supervision for one farmer attending a vegetable growing course resulted in the teacher helping him plot his farm for proper underdrainage for better crop production.

In one section there never were any poultry farmers who sent pens of birds to egg laying contests or who kept trapnest records. Thru the poultry classes and supervision, three or four pens were entered in state-controlled egg laying contests and one man is keeping trapnest records. Eleven pens were entered in egg laying contests from the county last year as a result of the activities of the teachers.

A large number of men have been taught how to graft apples for the purpose of changing unprofitable varieties or to secure better pollenization of blooms of varieties needing different crosses.

One tractor school attendant after repairing his tractor at very small cost was able to keep it in good running condition thruout the year at no cost for parts, merely care and adjustments.

Thru the supervised practice many poultrymen have been told of, and availed themselves of, the advantages of blood testing for white diarrhea. Some are having birds inoculated against pox.

Constant supervision has given teachers opportunities to inform men who attended fruit classes about insect and disease injury and timely spraying.

Thru project cost account records poultrymen have been better able to determine proper sales prices for pullets of various ages.

Killing equipment has been designed for several evening class men who dress birds for local markets.

Plans for poultry houses and plant forcing structures have been provided and building operations supervised for farmers attending agricultural classes.

Evening class attendants have been taught how to interpret market reports.

Many have learned how to grade and pack farm products to obtain the best current prices. Changes in grading have brought immediate improvements in prices for several fruit and vegetable growers.

An auction block for vegetable growers was started as an outgrowth of evening class instruction to one group of farmers, who enlisted the help of others to maintain the auction.

Inspection tours are organized for further study of irrigation practices or poultry husbandry.

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## Evening School Experience at Tekamah, Nebraska

C. C. BRIMMER, Instructor

OUR fourth evening school proved to be the largest we have held and the most interesting.

The enrollment for the 10 meetings was 60 and the total number reached was 80. Those counted as "enrolled" attended at least 30 percent of the meetings.

The first year or two the attendance at evening school meetings was not large, but last winter it was often a problem to get them all in the agricultural room. Bad weather and roads cut the attendance a little but we had good crowds every night, even when it was 10 degrees below zero, as it was on two or three evenings.

The units taken up by the four evening schools which have been held are as follows:

Problems of the Pork Producer;
Raising More Corn per Acre;
Maintaining Soil Fertility;
Livestock Feeding Problems.

A few suggestions growing out of my experience with these courses might be mentioned:

1. Have a unit program outlined so that a definite subject will be covered in a single evening.

2. Don't let the discussion get off on a tangent.

3. Get the farmers to do a lot of the talking.

4. Keep track of all who attend by sending out notices of each meeting.

Our evening meetings have done a great deal to foster a spirit of good will toward the Smith-Hughes department and to create a better feeling among the farmers toward each other. Perhaps the most beneficial result of these evening meetings has been to help raise the standard of agricultural practice.

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Mr. Leroy D. Clements of Beatrice has been chosen state supervisor in Nebraska, succeeding J. H. Pearson, who has become a specialist in part-time and evening work with the Federal Board for Vocational Education.

## Improved Practices Resulting From One Texas School

C. L. DAVIS, State Supervisor

TWENTY-FIVE farmers met once a week for five months last winter under the direction of Ben Whitehouse, teacher of vocational agriculture at Ranger, for the discussion of dairying problems, especially the improvement of the herd thru the use of registered bulls of good individuality. Some of the improved practices resulting from this course follow:

Nine farmers purchased 43 registered cows.

Eighteen farmers purchased good grade cows.

Twenty farmers increased their total milk per day by 150 gallons.

Eighteen farmers planted 249 acres more feed than last year.

Four farmers increased their pasture over last year by 596 acres.

Fourteen farmers decreased the amount of feed purchased per month by $594.

Eighteen farmers increased their sales per month by $926.

Eleven farmers put in concrete floors.

Five farmers purchased separators for the first time.

Eight farmers remodeled or built separate milk houses and barns.

Fourteen farmers made improvements in dairying valued at $7,465.

Fifteen farmers are keeping weights and running tests on all their cows.

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## Minnesota Farmers Battle Snow and Mud to Attend

B. B. ZIMMERMAN,
Teacher of Vocational Agriculture,
LeSueur Center, Minnesota
(See cover picture.)

OVER 200 friends and relatives attended the commencement program of the Farm Night School offered during the winter of 1928–29 at LeSueur Center, Minnesota. The graduates were 18 farmers averaging nearly 40 years of age.

At the first meeting of the class the men outlined their own course of study, basing it on the three major sources of farm income in the community.

They then made a survey of present practices on their home farms and singled out certain of them for improvement. Every man who attended is practicing one or more improved method as a result of the course. Many of them are improving their feeding rations and are testing and keeping records of the butterfat production of their cows. Several are increasing their alfalfa acreages, endeavoring to have balanced rations while using homegrown feeds only.

A number of the men came long miles to attend these classes when the mercury was far below zero but they went back home with enthusiasm and new incentive for better farming.

Nearly 60 were enrolled in the course.

The commencement exercises were arranged by the local parent-teachers association.

## A Tennessee Follow-up Survey

D. M. CLEMENTS, State Supervisor

DURING January and February, 1927, R. B. McIntosh, teacher of vocational agriculture in the Mason Hall School, conducted an evening class for farmers on the subject of dairying. There was an average attendance of 42 farmers for the 18 meetings. The predominating enterprise of the community is cotton. Very little interest had been taken in dairying until this evening class started. At the seventeenth meeting, a co-operative bull association was formed and 43 shares were sold at $5 each.

At the end of a year, 21 farmers who attended this school were asked the following questions to which the answers recorded below were received:

1. How many dollars' worth of cream did you sell each month before you attended the evening school on dairying? *Answer:* $148.
2. How many dollars' worth of cream do you sell each month now? *Answer:* $476.
3. How many cows did you milk before you attended the evening school on dairying? *Answer:* 40.
4. How many cows do you milk now? *Answer:* 72.
5. How much more are all your cows worth now than they were before you attended the dairy school? *Answer:* $2,412.
6. How much money have you spent for cows and equipment since you attended the evening school on dairying? *Answer:* $2,200.
7. How many heifer calves do you own, sired by the community bull? *Answer:* 15.
8. What value do you put on these calves? Answer: $695.
9. Do you plan to stay in the dairy business? *Answer:* 20 said yes.
10. Do you plan to increase your herd? *Answer:* 19 said yes.
11. Do you have better pastures now than before you attended the evening school on dairying? *Answer:* 12 said yes.
12. Do you grow more feed now than you did before attending the evening school? *Answer:* 12 said yes.
13. Do you own a cream separator? *Answer:* 12 said yes.
14. Would you be interested in attending another dairy school in the winter of 1928–29? *Answer:* 21 said yes.

When this course started there were only two men shipping cream and only one of these had a separator. There was no cream station nearer than Rutherford, a distance of 10 miles. Now there are two cream stations in this community. One of these stations now has 55 patrons who ship 100 gallons of cream per day and the other has 22 patrons who ship 60 gallons of cream per day.

In addition to local trade, there are two men with 50 cows who ship cream to St. Louis and receive as much as $400 per month. One man milks 15 cows and sells his product as whole milk to the people of Kenton, a town five miles away.

When the evening school started there was only one cream separator in the community; now there are 50.

Here is an outline of the farm jobs the farmers discussed at each meeting:

1. What are the chances for success in dairying in this community?
2. What kind of dairying should be done here?
3. How to select cows and test them for tuberculosis.
4. Getting money and keeping records.
5. Getting calves for foundation stock and mature cows for breeding stock.
6. Securing a good bull.
7. Shelter for the dairy cows.
8. Breeding the cows.
9. Buying the needed equipment.
10. Feeding the cows.
11. Caring for cows at calving time and controlling milk fever.
12. Milking cows and handling milk.
13. Marketing milk and its products.
14. Testing and culling unprofitable cows.
15. Common diseases of dairy cows.
16. How to read pedigrees and how to register cows.
17. Summary of records and drive for a community bull.
18. Talks by farmers on "What Dairying Means to Me." — *Adapted from an article in The Progressive Farmer.*

## An Evening Program Without Smith-Hughes Funds

OWING to the fact that the state and the counties pay a large bonus for evening school classes, it is not necessary in California to reimburse such classes out of federal funds. The work is conducted under the same officials, however.

The amount of state and county aid varies according to the number of students taught and the length of the course. A school enrolling 40 students in 10 evening lessons of two hours each receives $110 from the state and $100 from the county. At least 60 percent of the aid must be used for teachers' salaries and all may be.

In 1927–28, there were 1,364 students in 31 classes conducted under this plan. The following year the numbers grew to 3,306 students in 64 classes.

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Farmers in the Story City, Iowa, community last spring ordered 1,354 bushels of sweet clover seed, 198 bushels of red and alsike clover seed, and 177 bushels of alfalfa seed. Fifty of them had been regular members of the evening class on legumes taught by E. E. Mayhew.

**EFFECT ON THE TEACHER OF TEACHING ADULTS**

**"I venture to believe that no teacher of young people can be fully and finely a teacher unless he also teaches adults . . . I confess that the best growing period in my own life as a teacher came when I was given the opportunity to teach men and women. I discovered that I was in an invigorating new world. So far as my own subject was concerned, of course, I knew more than these men and women. But I soon discovered that that meant very little if I was not able to make my knowledge somehow click in their world of experience. When I was able to make it click, I discovered a further point—that something had happened in me. I had gained a new insight into my own philosophic and psychological subject matter. It was illuminated by the life around me. It was not simply subject matter for examination papers; it was matter of real life."—Dr. Harry A. Overstreet in The Journal of Adult Education, June, 1929.**

## Indiana's Evening Classes in Marketing

Z. M. SMITH,
State Director of Vocational Education

INTEREST in the adult farmer evening classes in marketing farm products continues unabated. In fact, the demand for this work exceeds the combined facilities of the Indiana Board of Education and the Indiana Farm Bureau Federation, the co-operating agencies in this noteworthy educational enterprise. The policy of the two co-operating agencies in developing this special program has been to strive for quality of instruction and of student effort rather than to secure large enrollments. This work has been in progress three years and plans have been completed for the fourth year. The first year 10 classes were conducted, the second year 15, and the third year 20. The first and second years, each class met 10 times for two hours. Last year each of the 20 classes met eight times. Twenty classes will be organized this year.

The plan of administration is simple. The Indiana Farm Bureau Federation assumes the responsibility of organizing the classes and giving the instruction. The vocational division of the state board of education acts in an advisory capacity and assists in financing the program of instruction. Each of the two instructors conducts 10 classes, each of which meets weekly for eight weeks. Each instructor completes the eight weeks of work with five classes before January and with the other five classes after January.

Classes have been conducted in 33 counties. Classes are organized in new territory each year. Most of the groups that have received the instruction have requested that the work be continued with them the second year. It is advisable to continue the work with interested groups but it seems more advisable to give new groups an opportunity, from year to year, to pursue the course of study.

Mr. C. S. Masterson, who is director of this phase of the Indiana Farm Bureau activities, says: "The Indiana Farm Bureau Federation is delighted with the co-operation given by the division of vocational education of the state department of public instruction, without which it would have been impossible to have promoted this educational work. We believe this educative work has been of very great value in shaping many of our activities as a farmer organization. The outlook for the coming winter is even better than for previous years."

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## Adult Education Essential to Childhood Education

UNTIL the fact is clearly grasped that education is a function of the whole life of the child and of the whole community of which the child is a part, and that, therefore, it cannot be changed significantly in schoolhouses by school people, but must be changed, if it is changed at all, in the whole structure of the whole community—until this fact is seen and grasped and acted upon, there will be few real changes either in the schools or in education."—*Dr. J. K. Hart, University of Wisconsin.*

# South Carolina's Evening Schools

VERD PETERSON, State Supervisor

FOR the year just closed South Carolina had 4,638 different farmers enrolled in evening classes in vocational agriculture. There were only two departments in the white schools of this state that did not conduct evening classes. Several agricultural teachers had as many as three different evening classes and a few had as many as four different ones.

The enterprises and improved practices considered in the year's work were: Feeding of dairy cattle; growing of winter cover crops for soil improvement; fall grains, especially varieties and date of seeding; growing of poultry and feeding laying hens; feeding swine; fertilizers for tobacco; growing truck crops. More classes were conducted on cotton growing than any other enterprise. The most common improved practices dealt with were: Variety to be grown; spacing; fertilizers; marketing; and boll weevil control.

A total of 133,104 acres of crops were involved in improved practices put over by members of the evening classes in the state. Twelve thousand six hundred forty farm animals were included in the improved practices. This was an increase of 400 farmers in enrollment in the classes for the year over the previous year, and about 60,000 acres more crops were included in the improved practices than for the pervious year.

The value of the improved practices, as reported to the state office by the teachers in the state for the crop year 1928, was $371,594.26.

A special training school of agricultural teachers was conducted at Clemson College during the summer with more than 20 teachers enrolled for training and with 400 farmers enrolled in the practice schools in sections about the college. This school continued for a period of four weeks.

**The other day Dr. C. H. Lane showed the editor a map of the United States, which is suspended in his office, with a black-headed pin for each evening school in agriculture conducted last year. One state was conspicuous. There was scarcely room in the South Carolina map for all of the pins required. The agricultural supervisor of South Carolina tells us in this article about this most outstanding of all state evening school programs from the standpoint of enrollment.**

## Evening School Requirements

The following is a list of requirements set up by the vocational agricultural teachers of the state and the state office to be used in carrying out evening class programs in the state:

1. In order to have an evening class in vocational agriculture the following requirements must be met:

(a) There must be a group of people organized into a class who have common farm problems.

(b) There must be a course of study organized from these problems that have possibility of solution.

(c) There must be a minimum of 10 meetings of each evening class devoted to the problems that make up the course of study.

(d) Each person enrolled in the evening class must carry on supervised practice for a period of at least six months. This supervised practice to consist of carrying out the improved practices discussed in the evening class meetings.

2. Each evening class must follow a definite course of study to be made up by the teacher after he has visited each pupil to be enrolled in the class and found the practices on his farm which are capable of improvement. A compilation of the common problems of all of the members of the class will then make up the course of study to be followed. A course of study for any one evening class that contains more than three enterprises or parts of more than two different enterprises cannot be approved without very careful consideration.

## Supervised Practice Required

3. Each pupil enrolled in the class must carry out the supervised practice under the direction of the agricultural teacher. This supervised practice is to consist of putting into operation the improved practices indicated by the content of the course of study. Either while the class meetings are going on or afterwards, the teacher must visit each farmer and help him work out and put into operation the improved practices the course calls for.

4. Each class must hold a minimum of 10 meetings within the year. These meetings to be held at the most suitable time for making the instruction effective; ordinarily this will be about the time that the different improved practices called for in the course of study are to be put into operation on the farm. No meeting should be held unless the basis for it is the discussion of different improved practices to be put into operation by the members of the class.

5. The sources of teaching material for evening class work must be reliable. The following are some of the more common sources:

(a) Agricultural Education Monthly and Experiment Station bulletins from Clemson College.

(b) Farmers' Bulletins, United States Department of Agriculture.

(c) Experiment Station Bulletins from other states.

(d) Experience of best farmers in the community.

6. If teachers secure instructors to assist them in the evening class work, the instruction given by outsiders must be in line with the course of study and improved practices to be put over by the evening class.

7. This report when completed will be the entire official record in this office on any one evening class. Two copies should be kept by the teacher, and one sent to the state office at the time the work begins, so the final columns can be filled out and an extra copy be available for the state office. To make up the final report the teacher and farmer shall agree upon the value of each improved practice. When each member of the class has been visited on his farm, then one or two class meetings should be held and the results of work studied and plans made for continuing these practices where they have been profitable.

8. It is suggested that the evening classes be organized with president, secretary and treasurer, and a committeeman for each activity.

Evening class instruction is based primarily on the problems found in the various communities and the experimental data compiled by the teacher-trainers at Clemson College for use in solving these problems. This material is printed in *Agricultural Education Monthly*, a publication prepared by the teacher-trainers for the purpose of getting experimental data for the use of the agricultural teachers in the state.

For the year just beginning one man in itinerant teacher training from Clemson College will spend practically all of his time in special training problems in evening class with the teachers on the job.

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## Country Life Conference

APPROXIMATELY a thousand persons were regular attendants at the sessions of the American Country Life Association held this year on October 17 to 19 at Iowa State College, Ames, Iowa. Many more were on hand for the more important addresses of the conference.

Secretary of Agriculture Arthur M. Hyde and Former Governor Frank O. Lowden of Illinois, were the outstanding personalities on the program.

Secretary Hyde gave a stirring talk on the need for better organization among farmers, stressing organization as the very first thing necessary for better country life conditions. He indicated his very keen interest in the problem of rural education, stating that he had initially developed interest in the improvement of the agricultural situation as a result of his attempt while governor of Missouri to develop a rural education program.

Topics principally stressed during the conference were rural organization, securing more equitable rewards for those who practice farming, a different plan of utilizing much of the land now farmed at a loss, rural aesthetics, improved plans of taxation, state and federal aid for education, church federation, rural recreation, urban-rural relations.

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## Future Farmers Sponsor 4-H Clubs

FOUR South Dakota chapters of the Future Farmers of America have indicated as important goals for the year the sponsorship of 4-H Clubs. The chapters are Chester, Canton, Salem, and Brookings. The Chester organization will develop three such clubs and the Brookings group two.

# Evening Work Wins Its Way in Iowa

G. F. EKSTROM, State Supervisor

THAT the rural high schools are becoming of more service to the public is evidenced by the fact that thousands of farmers are turning to them for agricultural instruction. Where evening classes are taught the taxpayer is directly benefited by the school to the extent that he looks upon the institution with propriety rather than as a training center only for his children. For this reason the plan of systematic agricultural instruction among adults is destined to expand in scope and usefulness.

Iowa is not a leader in adult education for farmers. However, this phase of the vocational agriculture work is emphasized in the state program to the extent that the number of men enrolled in unit courses will soon equal the number of all day students reached. During the past fiscal year 36 evening classes were organized by 32 of the 106 vocational agriculture teachers. In spite of a most severe winter this number represented a 50 percent increase over that conducted during the previous year. The state's objective of 50 evening classes in 1929–30 will likely be exceeded.

The study of swine production was the most popular unit among the Iowa farmer pupils last year, it having been selected as the basic course by 17 groups. Soils and legumes, dairying, farm management, corn production, poultry, and beef cattle made up the other subjects. A survey of the Iowa enrollment reveals that approximately 17 percent of the adults are parents of pupils enrolled in all-day classes. No check has been made on the number enrolled during the past winter who attended night classes the year before. However, 36 of the 39 men who attended a legume unit course at Lytton in 1927–28, came back last winter along with several additional men for the swine course. One of these men, Mr. Titus who, following the legume school, seeded 40 acres of sweet clover and 10 acres of alfalfa, has not missed a lesson in two years. When the writer visited a similar class at Huxley 20 of the 22 men present indicated that they were "repeaters."

The experiences of the Iowa teachers in handling adult classes are undoubtedly similar to those encountered by instructors elsewhere. To reiterate some of these the instructors in this state feel that (1) Personal solicitation seems to be the most effective method of securing enrollment; (2) the instruction should involve a minimum of ten or more lessons devoted to a unit subject; (3) the lessons should occur at weekly intervals beginning in the early fall; (4) night sessions running from one and one-half to two hours are preferable to afternoon meetings; (5) the lessons should be handled on a problem basis with the discussions of a round table order; (6) specialists may be used to advantage in leading a limited number of discussions dealing with technical problems; (7) the social life of the group must not be neglected; (8) the support and co-operation of related organizations is important; (9) no unit course is complete without a follow-up program.

In the past we have held that the regular series of meetings for the adults should occur during the winter months. On the other hand it is possible that weather conditions at this season of the year may offset the advantages to be gained from conducting classes during the dull season. This year H. M. Byram at Kelley started his dairy unit class on September 17. He reported a larger attendance on the first night than he had on any night last winter. He has divided his course into the following problems:

1. How profitable and how suitable for me can I expect dairying to be in the future?
2. How may I select good milk producers?
3. How should I care for my own cows before, at, and after freshening?
4. What will be the best practice to follow in growing out dairy calves and heifers?
5. How may I select and best supply the feeds which will yield the most milk at the least cost?
6. How shall I feed for economical milk production?
7. What housing and equipment will be necessary for successful milk production?
8. What kind of pasture can I provide for the summer which can be depended upon to furnish succulent and nourishing feed and not have ill effects on the cows?
9. How can I control the cattle diseases and parasites that may come into my herd? Abortion, milk fever, bloat, warbles, scours in calves?
10. How can we go about it to secure adequate prices for our dairy products? When and how to market? Possibilities of co-operative marketing?
11. How shall we plan a long-time program of management and improvement of our dairy business in this community? Discussion of cow testing association.
12. Graduation exercises.

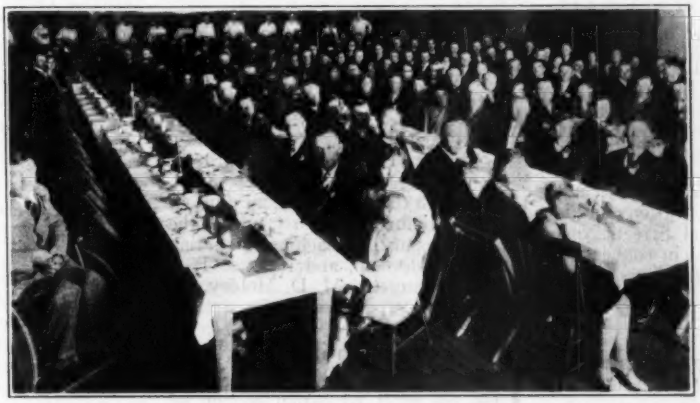
Evening school work does not end with the classroom meetings. In fact the work might not be worth while unless an adequate follow-up program succeeded the meetings. The individual and community needs relating to the unit course of instruction with its follow-up work are determined by surveys involving such factors as the percent of land seeded to legumes, the number of pigs farrowed, the number of pigs raised to maturity, and the pounds of pork produced per sow. Duplicate surveys are taken at a later date to determine the number of improved practices put into effect.

A study of the improved and new practices being used at Lytton this season shows that 6 farmers have been following the McLean County system, 12 fed protein supplements for the first time, 7 used the Big Ten mineral mixture, 5 used self-feeders, 2 treated their herds for mange, while 4 expected to get their spring crop onto an earlier market than usual.

At Dana 12 men started alfalfa pastures, 7 practiced the McLean County system, and 7 others cross bred for market litters. Ten farmers at Lamont expected to raise their hogs on clean ground. Pig records were kept on 17 herds in the Kelley district. Five breeders at Melvin provided ventilating devices for their hog houses in the spring.

The largest evening school last winter was held at Story City, where an average of 50 farmers attended the legume course. During the summer these men seeded 40 new fields of alfalfa, 43 fields of sweet clover, and in addition increased the soybean acreage in the community by 100 percent.

The social features of evening school work appeal to the Iowa farmers enrolled in evening classes. Luncheons, field trips, contests, and graduation exercises are supported by them with considerable enthusiasm. Perhaps the biggest benefit derived from this work is that it gives them an opportunity to exchange ideas concerning improved farm practices and to solve many of their problems in a co-operative manner.



*Banquet in connection with evening school commencement program at Story City, Iowa, March 1929. Such banquets, attended by the families of the graduates and other persons interested in the group and its work, are common features of the evening school program in Iowa*

## Association Meets at Chicago

THE American Association for the Advancement of Agricultural Teaching is holding its twentieth meeting at the Stevens Hotel, Chicago, on Armistice Day. Speakers from the agricultural education group include Professor H. G. Parkinson of Pennsylvania State College, president of the association during the past year and H. F. Cotterman of the University of Maryland.

# Recent Publications

## The First Book on Agricultural Evening Schools

PROFESSOR G. A. SCHMIDT of Colorado Agricultural College, receives the honor for producing the first book dealing with part-time and evening school work in agriculture. It is now available from the Century Company, New York City. It will be reviewed in a coming issue.

## Conference Procedure

ELLIOTT, HARRISON SACKETT. *The Process of Group Thinking.* New York: Association Press, 1928. Pp. 229. $3.

PERSONS leading evening classes will find much in this book which will be of use in developing a method of instruction suited to such groups. The writer is a master of discussion leading who has now made known his technique. In addition, he has presented a splendid statement of the general usefulness of "group thinking" as a process of democratic society.

## The Journal of Adult Education

ONE of the most satisfactory publications in the field today is the *Journal of Adult Education.* Published by the American Association for Adult Education, it brings to its readers four times a year a wealth of well-written material regarding this new and most promising field. The magazine is excellently printed and edited. The first issue appeared in February, 1929. Mary L. Ely and Morse A. Cartwright are editors. The editorial board consists of Alvin Saunders Johnson, chairman; Charles F. D. Belden, William Allan Neilson, Dorothy Canfield Fisher, and Henry Suzzalo. The publication office is at 41 East Forty-second Street, New York City. It is secured in connection with the payment of a membership fee of $3 in the American Association for Adult Education.

## "The Cosmopolitan Evening School"

THIS new book by Professor John F. Friese of the University of Wisconsin treats of evening work from an urban standpoint but is suggestive for others. It is available from the Century Co., New York City.

## An Aid to Planning

THE department of agricultural education at the A. and M. College of Texas has recently issued a bulletin called a "Guide for Preparing the Long-Time Program and Annual Teaching Plan."

## Suggestions for Booths

A GROUP of Texas teachers with experience in preparing booths for fairs and exhibits have co-operated under the supervision of J. J. Brown, assistant state supervisor, in the development of a bulletin known as "Suggestions to Teachers of Vocational Agriculture for Setting Up the Instructional Booth," which is available from the State Board for Vocational Education at Austin. It is principally made up of pictures of good booths.

**BOOKS**

**For books are more than books, they are the life,**
**The very heart and core of ages past;**
**The reason why men lived, and worked, and died,**
**The essence and quintessence of their lives.**

**—Amy Lowell.**

## Professor Lancelot's Book on Methods Out

LANCELOT, W. H. *Handbook of Teaching Skills.* New York. John Wiley and Sons. 1929. 198 pp.

READERS in agricultural education have long been awaiting the formulation in a book of Professor Lancelot's conception of teaching method. The book is now available. Undoubtedly it contains the best and clearest statement regarding teaching by problems that has yet appeared. It deals fully not only with the science and philosophy of teaching method, but with its practical applications to teaching situations. Its author is one who long ago earned the title of "Master Teacher" and who has evolved out of years of highly successful practice the teaching procedure which he advocates. Professor Lancelot is head of the department of vocational education of Iowa State College.

## Georgia Bulletin on Evening Schools

EVENING Schools for Farmers" is the title of a new 46-page bulletin issued by the Georgia State Board for Vocational Education, Athens, Georgia. It deals with the objectives and philosophy of evening work, recruiting the group, preparing teaching material, teaching, follow-up, and reports. It is of general interest. M. D. Mobley, assistant state supervisor, is the author.

## Adult Education in the N.E.A.

THE National Education Association has an adult education section of growing importance. Meetings are held in connection with the annual summer meeting of the Association and at the winter meeting of the department of superintendence. Its official publication is "Adult Education," which is available thru its editor, William C. Smith, at P. O. Box 10, Capitol Station, Albany, New York.

## References on Co-operative Marketing

CO-OPERATIVE Marketing Journal; Robin Hood, editor. $1.50 for 18 months to vocational teachers.

Agricultural Co-operation. Monthly publication of the Bureau of Agricultural Economics, United States Department of Agriculture.

Business Set-up of a Co-operative Marketing Association. U.S.D.A. Circular 403, by Chris Christensen, now secretary of the Federal Farm Board.

House organs of the following co-operative associations:

Wheat Growers Journal; J. W. Cummins, editor, Wichita, Kansas.

National Livestock Producer; J. D. Harper, editor; 608 S. Dearborn Street, Chicago.

Union Oil Co.; Howard A. Cowden, president; Kansas City, Mo.

Washington Co-operative Egg and Poultry Association; S. D. Sanders, manager; Seattle, Washington.

National Co-operative Milk Producers Association; Harry Hartke, president; Covington, Ky.

Land O'Lakes Creameries; John Brandt, president; Minneapolis, Minn.

The above publications are free, except as noted.—Adapted from the Texas Agricultural News Letter.

## National Report on Adult Education

ADULT education activities during the biennium 1926–28 are reported in a recent publication by that name prepared by L. R. Alderman, specialist in adult education, and issued by the United States Bureau of Education. It is an excellent resume of the varied activities in that field under way in the entire country.

## "An Education at Work"

THIS is the title of Bulletin No. 11 of the Wisconsin State Board of Vocational Education, Madison, Wisconsin, recently issued. It is especially valuable in that it traces the achievements of a number of vocational agriculture students during a long-time project program. Two comprehensive programs of supervised practice in Wisconsin communities are described.

## New Collection of Readings

MORGAN, BARTON AND STARRAK, J. A. *The Nature and Purpose of Education.* Collegiate Press, Iowa State College, Ames, Iowa. 1929. 324 pp. $2.40 postpaid. Available from the College Book Store, Iowa State College.

IT IS necessary to have at least one course in the training curriculum for teachers of vocational agriculture which deals with the broader aspects of education. For 10 years a course in the objectives of education has been offered at Iowa State College. Lacking appropriate text and reference materials for teaching this course to a vocational group, specially selected readings have been accumulated thruout this period. Now the best of these readings, along with a small amount of text material, are brought together in book form. Employed teachers, as well as students in training, will find this book of interest and value.

## A Model Report

THE 56-page report of the California Agricultural Teachers Association covering the conference of 1929 is a model for other groups of agricultural teachers. The interests of the California group cover a wide field. The report reveals a business-like procedure in dealing with the matters at hand. It is put up in excellent form.

# Our Leadership In Agricultural Education

## LILLARD and SKIDMORE of California

### Jeremiah Beverly Lillard

*Native Californian*

LEADERSHIP in any field is conditioned by two predominating factors—opportunity and natural ability. Without a favorable combination of circumstances determined largely by fate, potential abilities of various types may forever remain dormant or become only partially developed; but without those innate qualities that make for leadership, opportunity may knock repeatedly and remain unheard. All this by way of saying that when California sought a person to help formulate a program for vocational education in agriculture for the secondary schools and to assume the responsibility for its development, she soon found her man. This individual, because of his practical farm experience, scientific training, educational service, administrative ability, scholarly point of view, and wholesome philosophy of life was well qualified for the job.

Jeremiah Beverly Lillard was born in 1873 on a thousand-acre foothill ranch near Goleta, California, which is now a suburb of Santa Barbara. His father, who was a member of the Lillard clan, prominent in Kentucky and Virginia during ante-bellum days, migrated to California in 1850 and was one of the *Americanos* who helped to consolidate what was at one time Spanish domain into a substantial state of the Union.

Mr. Lillard is one of those not too numerous native sons whose good fortune it was to be reared in that romantic Spanish-American environment which the movies are now trying to depict and thereby preserve for posterity. Those happy, prosperous, carefree days of the dons and fandangoes, of *rancheros* larger than some states with their thousands of cattle grazing on a hundred hills, are gone forever. A few people still remain who can link the past with the present, and those who have participated in educational meetings attended by Mr. Lillard have reason to remember his inimitable stories in Spanish dialect based on his boyhood experiences that were forthcoming at the end of the day when the tired school men were resting their bones in easy chairs and soothing their minds with "Lady Nicotine."

"Jerry" was the first boy from his community to go to college. He entered Stanford University in 1895, having been attracted to that institution primarily because of his interest in science, and the outstanding men of scientific attainment David Starr Jordan had made members of his faculty. Intending to become a physician, he enrolled in the pre-medical course, specializing in the sciences, but for the same reason that has caused so many other college graduates to abandon their first educational objective, lack of finances stood in the way of a medical course, and after graduating in 1899 he accepted a teaching position in order to pay for more schooling.

After serving as principal of the Los Alamos, California, rural schools for one and one-half years, Mr. Lillard reentered Stanford in 1901. He was made a laboratory assistant in physiology, working with Dr. R. Lyman Wilbur,

(Concluded on page 16)

J. B. Lillard

H. M. Skidmore

**The careers of these two leaders have long been closely associated. Now they are to work even more intimately together, for Professor Skidmore has this year become Dean of Instruction at the Sacramento Junior College, the institution of which Mr. Lillard is president.**

### Henry Marvin Skidmore

*of Washington—Washington, D. C.—California*

ONLY at rare intervals is it possible for a state to head its agricultural teacher training organization with a man who has had such varied and successful experience as that of Dean Henry Marvin Skidmore. Rural and high school teaching and administration, state supervision of vocational agriculture and the duties of regional agent for the Federal Board should give any person an excellent professional foundation for training young men for the duties of teaching vocational agriculture. When such experience has been preceded by years of practical farming and four years of agricultural college training, there remains but one other important factor in the qualifications for teacher training, and that is the character and personality of the individual concerned. Those who have enjoyed the privilege of intimate acquaintanceship with Mr. Skidmore can vouch for his integrity and possession to a high degree of those human traits that we seek in teachers and leaders of youth.

Mr. Skidmore was born in Alabama in 1884 where his forebearers had been planters since ante-bellum days. His early boyhood was spent on a farm in Arkansas from which state his parents migrated in his early teens to eastern Washington. Here it was that he passed his early manhood in practical farming during his out of school hours and vacations. He graduated from a local high school with honors in scholarship and athletics. After graduation from Cheney (Washington) Normal in 1910, Mr. Skidmore taught in private and public schools, serving for two or more years as head of schools in a small city. In 1915 he continued his educational pursuits at Washington State College, taking the degree of B.A. in education in 1917 and of B.S. in agriculture in 1918.

(Continued on page 16)

## Three Lillard Sermonettes

### LOYALTY

**One of the latest initiates among the teachers of agriculture recently asked me what I regarded as the most important asset of a teacher. Instantly I replied, "Loyalty."**

**Since then I have been thinking it over, trying in my limited way to analyze the meaning of the word, and I have come to the conclusion that I will stick to it. Loyalty calls for co-operation with your principal; with your coworkers; with your boys; with others. Loyalty develops self-respect and optimism. Loyalty is a state of mind taht mirrors other mental attitudes. But all preachments and definitions aside, it is an outstanding trait of the agricultural men who are doing the most effective work.**

### THE ROYAL ROAD TO THE JUMPING-OFF PLACE

**Lean hard and with a full faith on a single textbook. Follow it in regular order, and disregard the local types of farming and other local demands and needs. Insist that you are teaching subjects and not boys. The more quickly and consistently you do this, the easier will be your task. The more effectively and persistently you do it, the more magnificent will be your failure and the briefer your stay in the field of agricultural education.**

### CAN YOU READ ONLY BOOKS?

**A great teacher of mine once made what was to me at that time a cryptic remark. He said, "An educated man is good company for himself." He was a reader of trees, animals, hills, landscapes, and of man's manifold and varied expressions in wood, stone, and cloth, as well as on paper.**

**To keep in touch with the world, we must read, read, read—the printed page. But we must not make this kind of reading a fetish and believe that thru it we shall finally come, figuratively speaking, into the kingdom of heaven. He who can read only books is generally poor company for himself or anybody else, because his outlook in life and its realities is circumscribed and artificial.**

# Future Farmers of America

## The Year's Work in Virginia

SAMUEL HARDWICK.
Ex-President, Future Farmers of Virginia

THE year closing June 30, 1929, has marked the banner year in the work of local chapters of the Future Farmers thruout the state. More than ever before has interest been demonstrated by members of local chapters. More chapters have reached the state objectives than ever before and all of these things have served to bind together the members of the organization in a closer and more secure fashion. Time will not permit a lengthy discourse on the many splendid activities of individual members and local chapters, but the following condensed summary will give you some idea of the immense scope of the work.

The organization now boasts of 2,202 bona fide paid-up members. The example that the Future Farmers of Virginia has set in financing their obligations is one that is attracting considerable attention thruout the country and many other states are seriously considering following the same plan. From money secured from annual dues, ads from Chapter Chats, etc., we have been able to amass an income of approximately $2,500, and this income has enabled us to pay all of the expenses of two judging teams to national contests and one to the State Grain Show. Practically every active member has been furnished with an F. F. A. pin and the judging awards and third degree keys to be awarded at the Rally have been paid for by the organization. Chapter Chats has been published in printed form bi-monthly thruout the year.

The following is a condensed list of some of the activities of the local chapters:

Forty-two chapters have 100 percent of their members with saving accounts.

In 99 chapters 100 percent of the members have paid up their annual dues.

Fifty-six chapters have reached their quota of investment in farming and the total investments in savings and farming for all chapters amounts to $293,810.

One hundred two chapters have held Father and Son banquets.

Sixty chapters completed 90 percent of all enterprises carried in project work.

Seventy-two chapters have held summer camps or farm tours.

Forty-five chapters have submitted local ads for Chapter Chats to assist in financing their publication.

Fifty chapters have participated in co-operative effort thru buying or selling.

Seventy-nine chapters have participated in school ground improvement projects.

Fifty-six plays or public meetings have been held for the purpose of raising money for financing chapter needs.

Seventy chapters have had displays or exhibits at fairs.

Fourteen chapters have established and operated F. F. V. stores in their local schools for the purpose of financing chapter objectives.

There are many other activities of a local nature which are too numerous to mention, but which have sufficed to provide opportunity for successful co-operative effort among members.

*Lowell Edington*

### Winners of Third Degree Future Farmers

Back row, left to right: Dorsey Carrier, Strasburg; Leonard Baber, Fincastle (vice-president-elect); Earl Alderson, Fincastle; Dennis Nofsinger, Fincastle; Robert Smith, New Market; Jeter Lamkin, Wicomico; Virgil Gill, Wicomico; Joseph B. Reid, Jr., Buchanan; Jerome Garver, Boyce (reporter-elect).

Front row, left to right: Francis Hollen, Bridgewater; William Turner, Chase City (secretary-elect); LeRoy Campbell, Amherst; Edward Smith, Lincoln; Herbert Brown, Lincoln (treasurer-elect); Edwin Artz, Woodstock; Ernest Mapp Dunton, Nassawadox (president-elect); John Badger, Nassawadox.

(Absent from the picture, Edward Burford, Amherst; Fred Mills, Charlotte, C. H.; B. H. Warren, South Hill).

*State Farmers Chosen in Virginia*

## California Holds First Convention

A. G. RINN

LOWELL EDINGTON of Rapa High School was elected president of the Future Farmers of California Association at their first convention held at the Diamond Jubilee Fair on September 6. There were 46 delegates present from 23 high schools. Howard F. Chappell, regional supervisor of vocational agriculture, served as the temporary presiding officer.

Mr. J. A. McPhee, chief of the state bureau of agricultural education, was chosen advisor of the new organization. Speaking at the business meeting, Mr. McPhee said:

"Ever since vocational education in agriculture has been established in the United States, all interested in it have recognized that there is a need for some kind of an organization which would take advantage of the natural instincts and physical tendencies of boys in the adolescent age to group together into groups or gangs. By establishing a strong statewide organization, with local chapters in each school where agriculture is taught, an outlet for these instincts and tendencies will be afforded our vocational students.

"Such organizations, if they function properly, will give us an excellent opportunity to teach vocational students some of the fundamental principles of group leadership. Boys will be taught how to conduct their own meetings and to do things in an organized way. An increasing number of competitive activities, such as livestock judging contests, between different schools can be taken over by these student organizations, under the careful supervision of the teachers and supervisors.

"As a matter of fact, one of the main secrets of the success of any student organization rests in the ability of teachers to delegate responsibilities to the students themselves. For, unless a student organization is assigned something to do which is interesting and worth while, there is no reason for its existence.

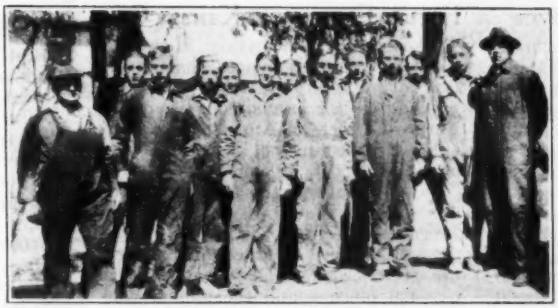
"By having a strong state and national organization of Future Farmers of America, additional incentives for achievement by local chapters will be set up. Greater dignity will accrue to local organizations if each member knows that his local chapter of Future Farmers of

(Concluded on page 16)

# Automotive "Can Openers"

RUFUS W. STIMSON

MR. JOHN G. GLAVIN, head of the vocational agricultural department at Shelburne Falls, Massachusetts, has supplied the photograph which accompanies this article and the quotation which tops it. He has built his department up from about a dozen farm boys to the 42 boys from farms, who have enrolled for the coming fall term. If he were not so nearly overwhelmed by his incessant project supervising and advisory work among farmers in a hilly region hard to ride, I should not be writing about his work and its setting but letting him tell about it himself.



*Sherburne Falls "Can Openers." Garage owner-instructor, left end; agricultural instructor Glavin, right end*

Mr. Glavin and his assistant serve a locality in which the best labor incomes are had on farms which combine apple orcharding and dairying. To add a factor of further diversification and to increase further the volume of the farm business, he has been adding poultry units of 200 or more layers. Starting with fewer than 500 day-old chicks three years ago, boys in his classes this year for the most part in "Continuation projects"—long a vital feature in our home project program—have grown nearly 10,000.

Automotive equipment in a go-ahead locality like Mr. Glavin's is in almost universal use. The investment in family cars, trucks, and tractors, is heavy. Only a few short years ago it would have been unbelievable. The problem of protecting this investment, against undue depreciation because of neglect or inexpert care and handling is one of the major problems in farm mechanics.

We have found an inexpensive and effective plan for providing automotive courses at high school departments like this at Shelburne Falls. Local garage owners who do service station work are hired to take the boys into their service stations and let them overhaul cars, trucks, or tractors, brought from their own homes. In most cases the usual service station rate per hour is paid for the instruction given by the owner or his foreman. Only the things a farmer ought to be able to do are taught. The work under such guidance, however, has been so good that some of boys have been asked to stay with the owners or foremen as service station mechanics.

The automotive courses are given in winter, when there is danger of an overdose of book agriculture, and when the local service station in a rural community is likely to be in its dull season. The plan is strongly liked by the boys, by their parents, and by the garage people.

The overhead cost to the school is next to nothing. There is no expensive space or equipment to buy. There are no replacements. There is no insurance. There are no leaks or bad bills in connection with tools, parts, or supplies. There is nothing to store and protect between the terms when the courses are given. All of such items are disposed of once for all when the per hour charge of a dollar, or of a dollar and a quarter, an hour is paid.

Occasionally a slight premium above the regular service station per hour charge has been paid to offset the harder use of tools and a certain amount of "experimenting" with acetylene welding outfits, and the like, at the hands of inexpert and curious beginners. But such premiums, considering the overwhelming by favorable factors otherwise involved, have been negligible.

Four half-days a week are spent at the service stations, or in home farm shops, on the practical jobs of overhauling, repairing, and adjusting. The remaining half-day, Friday, is reserved for bringing project records and accounts to date, for keeping up with "current events" in agriculture, and for studying principles involved in the automotive jobs the pupils have just been doing without sufficient study on the spot.

Principles of co-operation and "exchanging work" come in. When one boy's car, truck, or tractor is being worked on, other boys help put his job thru; when work on their equipment is being done, he helps them. There is no fooling around with "junk." Real jobs with real economic purposes are in hand. Good work will benefit. Poor work will harm. Personal responsibility for good jobs is felt by every participant. All of the factors of effective motivation to good work are about right.

Sometimes work is done for an outsider, or for a school principal or superintendent, or for the agricultural instructor. You can well imagine the pride and care then shown in doing as fine jobs as anybody could do.

The "paper work" includes a "master sheet," kept generally on smooth wall space at the garage, with lists of the jobs down the vertical column at the left, and with the names of the boys across the top. In the spaces below his name is entered in pencil the time spent on the different kinds of automotive jobs by each boy. This cumulative inventory of hours is daily brought up to date. At a glance, the instructor can see whether too much time is being put by any boy on any given job, such as "grinding valves." There is a rough correlation between time spent under close supervision and skill gained. Too much time on one thing usually means neglect of something else equally important.

Several years ago when this work was just starting a master sheet was tabulated from individual pupil record sheets and it was discovered that one pupil had spent 18 hours on one kind of job and only 15 minutes on another. Now we reverse the procedure. We keep the master sheet for daily checking of job assignments; and we draw off from this sheet at the end of the course the records of the individual pupils for their several life history folders.

The garage owner keeps the same kind of record on each car, truck, or tractor, worked on by pupils that he keeps on his other jobs. Thus the values involved, including parts and supplies furnished, and time spent, are recorded for strict cost accounting purposes. To such cost accounting the garage owner is accustomed, and he does it without difficulty and as a matter of course. The master sheet is kept up to the minute by the agricultural instructor. The agricultural instructor, also, is in working clothes and assists in supervising the work.

Ten to twelve boys, we have found, are all that can be supervised properly at the same time in this kind of work. Even such limited numbers require space for putting thru at least two cars, trucks, or tractors at the same time, and presuppose snappy assistance of the garage mechanic by the agricultural instructor in guiding and directing the pupils in their work and in the final check-up of its proper performance.

For practicum purposes, Mr. Glavin has the use of a tractor owned by a member of his advisory committee. The boys, for the most part those who have no tractors yet at home, keep this in excellent running order, and do all of the plowing and harrowing on the small farm of the owner. The owner cannot say too much in praise of the methods and results of this very practical instruction. Incidentally, it should be stated that this man has given a gold piece every year for several years which has been awarded the pupil making the greatest progress in practical agriculture.

At Shelburne Falls, as is generally the case at other departments where this automotive work is successfully featured, the garage is close to the high school building. Hardly any more time is required to reach it than to pass from study room to laboratory on the high school premises.

We feel that we can recommend this very inexpensive and very practical plan of providing automotive instruction suited to the needs of farmers without reservation.

# PROFESSIONAL NEWS

## Conference on Objectives

A COMMITTEE of the American Vocational Association spent the week of September 9 in conference with representatives of the Federal Board for Vocational Education at the board's office in Washington, D. C., attempting to set up a systematic set of objectives for vocational agriculture.

Members of the committee were L. R. Humpherys, Utah; G. A. Schmidt, Colorado; Sherman Dickinson, Missouri; L. M. Sasman, Wisconsin; E. B. Matthew, Arkansas; R. M. Stewart, New York; C. B. Gentry, Connecticut; J. D. Blackwell, Maryland; and E. C. Magill, Virginia.

Suggestions were also outlined for realizing the objectives set up.

The work of the committee will be presented at the New Orleans meeting of the A. V. A. in December.

## Local Department Records in Texas

ALL Texas teachers are supplied with filing cabinets. Filing systems in the various departments follow the same pattern. The plan for this year which has recently been sent out from the office of the state supervisor is as follows:

*Top Drawer:*

Copies of state reports, to include:

1. Annual Teaching Plan.
2. Form No. 141, final reports.
3. Form No. 210, monthly reports.
4. Form No. 135, teacher's daily schedule.
5. Form No. 136, teacher's preliminary project report.
6. Form No. 236, pupil's project program.
7. Forms No. 220 and 221, preliminary and final reports.
8. Follow-up records of former agriculture pupils.
9. Farm surveys.
10. Publicity program — clippings from papers, prepared programs, father and son banquet programs, mimeographed material, pictures, etc.

*Second Drawer:*

Reference material, to include:

1. News letters.
2. Official correspondence.
3. List of reference books.
4. List of bulletins indexed and filed.
5. Lists of bulletins available from experiment stations, agricultural colleges, and State Department of Agriculture.
6. List of laboratory equipment owned by school.
7. List of farm shop equipment owned by school.

*Third Drawer:*

Catalogs and State Department bulletins, to include:

1. Catalogs from supply houses, dealers, nurserymen.
2. State Department bulletins from High School Division and Vocational Division, and school laws.

*Fourth Drawer:*

Supervised practice record books.

## Future Farmers at Kansas City

EXECUTIVE Secretary Henry C. Groseclose announces that Secretary of Agriculture Arthur M. Hyde will address the annual congress of the Future Farmers of America at Kansas City. The meeting will be held this year on November 18, 19, and 20.

Other features of this meeting are the awarding of the prizes in The Farm Journal and Kansas City Star competitions, the choice of American Farmers, the election and installation of the new national officers, and the annual banquet.

Dr. C. H. Lane and State Supervisor H. O. Sampson of New Jersey will appear on the program as representatives of the agricultural education profession.

There is every evidence that this will be the largest attended and most satisfactory meeting of students in vocational agriculture thus far held at Kansas City.

## Twenty-four State Charters Issued

UP TO the first of October, 24 states had been issued charters in the Future Farmers of America, according to a report from the executive secretary, Mr. Henry Groseclose. The states in the order in which they received charters are Virginia, Arkansas, New Jersey, California, South Carolina, Nebraska, Oklahoma, Wyoming, Maryland, Georgia, Nevada, West Virginia, Hawaii, Ohio, Colorado, Kansas, Idaho, North Carolina, Indiana, Utah, Illinois, Iowa, Wisconsin, and New York. The first charter was granted on October 16, 1928.

The state having the largest membership is North Carolina with 3,246. Virginia, with 2,202, and South Carolina with 2,077, are the closest contenders for enrollment honors. Eight hundred seventy-four dollars and ten cents have so far been collected as dues by the national organization.

## Thirty States Represented at National Dairy Show

TWO hundred twenty-five members of dairy and poultry judging teams were in attendance at the National Dairy Show at St. Louis October 12 to 14.

The general dairy judging contest was won by Ohio with Maryland, Nebraska, Tennessee, and Massachusetts next in line. Arkansas was the winner in Holstein judging, Nebraska in Guernsey judging, Ohio in Jersey judging, and Tennessee in the judging of Ayrshires.

John Hull of Frederick, Maryland, was first in the judging of all breeds, followed by Ben Douglas of Gallatin, Tennessee; Elmo Spring of Galloway, Ohio; Herbert Given of Raynham, Massachusetts; and Harold Berry, Waverly, Nebraska. Prizes were also awarded individual winners in the judging of each breed.

The winning teams in the milk judging contest, in order, were: California, Kansas, Virginia, Colorado, and New Jersey. William Pirie of Lodi, California, was high individual in this event.

Oklahoma won the poultry judging contest. Texas, Mississippi, Illinois, and Virginia were next in line. Broome of Mississippi was high man.

As usual there was excellent co-operation from the St. Louis chamber of commerce. The St. Louis Globe-Democrat contributed a very splendid banquet for the entire group of team members, coaches, supervisors, and others in attendance.

Dr. C. H. Lane was in general charge of the event. R. D. Maltby was responsible for the judging phases.

## School Conducts Egg Laying Contest

THE Selma, California, Union High School completed its fourth annual egg laying contest on November 1. The contest is held in co-operation with the Fresno County Farm Bureau and the Extension Division of the University of California. Thirteen birds constitute an entry, with the highest ten birds of each entry considered in competition. There were 20 entries this year. Reports issued each month show:

1. High pens for the month.
2. High hens to date.
3. High hens for the month.
4. High hens to date for each breed.
5. Production of all entries for the month and to date.
6. High pens to date (valuation).
7. High pens for month (valuation).
8. High hens to date (valuation).
9. High hens for month (valuation).
10. Feed consumption.

Lloyd P. Sharp, teacher of vocational agriculture, is the contest manager.

Unique among the contests for high school students of vocational agriculture are the horticultural contests held annually at the agricultural college of the University of California at Davis. The contests were held this year on October 25 and 26. They involved the judging of apples, pears, grapes, peaches, plums, dried prunes, dried pears, and dried peaches; the identification of walnut varieties; judging of carrots, potatoes, and tomatoes; and competition in landscape planning.

Professor M. J. Abbey of Montana State College, who has been state supervisor and teacher trainer for Montana since the inception of Smith-Hughes work, has retired. He is succeeded by S. S. Sutherland, formerly a teacher of vocational agriculture in Montana and of agricultural engineering at Iowa State College, who has been in charge of training teachers of agriculture for farm mechanics work at Montana State College during the past year.

California and Texas have new project record books. The California book is available for 20 cents plus mailing costs from the Santa Rosa Printery, Santa Rosa, California. The Texas book costs 15 cents and is secured from the E. L. Steck Co. of Austin.

## Why Evening Classes in Vocational Agriculture?

(Concluded from page 3)

therefore bring about a marked change in our educational system. Dr. J. C. Wright, director of the Federal Board for Vocational Education, says:

"The traditional school was founded upon the theory that unemployed youth and adolescents were the only ones to be served. The modern school is built upon the theory that the school is the servant of the people, that its program must be so flexible as to be available in hours of attendance, in subjects to be taught, and in educational objectives to all the people."

7. *Evening class instruction in vocational agriculture is a form of public adult education.* We are today in the midst of a rapidly growing new movement in education, namely—adult education. There are those who think that this movement is going to be one of the most important factors in progress and development that has ever occurred. Evening class instruction in vocational agriculture is clearly a part of this new movement and all teachers of vocational agriculture have a splendid opportunity to take an effective part in this field of adult education by offering systematic evening class instruction to the adult farmers in their communities.

8. *Adult farmers in any community have problems they would like to solve.* It can safely be said that farmers in any community, where there is an established department of vocational agriculture in the local school, have economic problems which they would like to solve; that they would welcome an opportunity to get together and be led, under trained leadership, to the solving of these problems.

In other words, every agricultural community presents excellent opportunity for effective evening class instruction in vocational agriculture. Let the farmers know that they can use the local school for a meeting place; let them know that they can have the services of the local agriculture instructor to lead them in the discussion of their farm problems; let them know that workers in other fields are making progress in this way; let them know that state and federal funds are available to help pay salaries of teachers for this type of work; and beyond doubt a movement for effective evening class instruction in vocational agriculture will be started.

[Note: This article is to be followed by one bringing out the particular advantages of evening class instruction to a school district and to the teacher of vocational agriculture.]

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A teacher of vocational agriculture has been employed at Stoughton, Wisconsin, to give full time to part-time and evening classes. No day school work is conducted at this school.

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California has the largest department of vocational agriculture in the United States, one school employing ten full-time agricultural instructors. Utah has a school with six instructors in vocational agriculture.

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J. J. Brown, for the past four years assistant state supervisor in Texas, has resigned to become supervisor of civilian rehabilitation.

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Dr. Roy A. Olney, who has been on leave of absence for a year and a half for graduate study at Cornell University, has returned and has taken up his duties as teacher trainer at West Virginia University.

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Dr. J. F. Marsh, secretary of the West Virginia state board of education and director of vocational education, resigned July 1 to accept the presidency of Concord State Normal School at Athens, West Virginia.

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J. V. Ankeney, supervisor of vocational agriculture, has been promoted to the position of assistant director in charge of vocational education in West Virginia.

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Professor A. M. Field of the University of Minnesota, received the Ph.D. degree at the September convocation at Cornell University. His dissertation dealt with the supervision of vocational agriculture.

## A New Curriculum Study

BURD, F. G. *A Method of Determining Courses of Study in Vocational Agriculture Based on an Analysis of the Business of Selected Farmers in Kentucky.* Monograph No. 6, Federal Board for Vocational Agriculture, Washington, D. C. June, 1929. 22 pp.

THE study is based on the assumption that the principles of management used by successful farmers should be included in courses of study. These principles are brought out very clearly. The statistical value of the study is somewhat impaired by the small number of cases. At the end of the monograph the principles for curriculum making are given.

A view of the increasing emphasis on the management side of farming, teachers, and supervisors will find this monograph of much interest and value.

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Professor W. F. Stewart, head of the department of agricultural education at Ohio State University, is spending the year in graduate study at Teachers College, Columbia University.

## Statement Concerning Subscriptions to Agricultural Education

By Z. M. SMITH, Secretary-Treasurer

THE United States postal authorities require the secretary-treasurer to keep a record of subscriptions and to issue a receipt for each remittance for subscriptions. Chances for errors in the office of the secretary-treasurer and the clerical work of the secretary-treasurer will be reduced greatly, if each state will report its list of subscribers in *duplicate in typewritten form.* It is easy for each state to make a duplicate when the original list is made, but it is a large task for the secretary-treasurer to make a copy of the lists from each state and to avoid making errors in transcribing the names and addresses.

Subscriptions may begin either January or July.

Following is a statement showing the number of subscribers in each state up to September 1, 1929, for the year 1929, and for the year 1930. We confidently expect the subscriptions for 1930 to exceed the number for 1929. Several states should increase their subscriptions for the second six months of 1929, and also for the whole year 1929. Back numbers of the magazine can be supplied.

SUBSCRIPTIONS UP TO SEPTEMBER 1, 1929

| State | Year 1929 | | | | Year 1930 | | |
|---|---|---|---|---|---|---|---|
| | 12 Mos. | 9 Mos. | 6 Mos. | Total | 12 Mos. | 1st 6 Mos. | Total |
| Alabama | 110 | ... | ... | 110 | ... | ... | ... |
| Arizona | 4 | 1 | ... | 5 | ... | ... | ... |
| Arkansas | 44 | ... | ... | 44 | ... | ... | ... |
| California | 55 | ... | ... | 55 | ... | ... | ... |
| Colorado | 4 | ... | ... | 4 | ... | ... | ... |
| Connecticut | 5 | ... | ... | 5 | ... | ... | ... |
| Delaware | 11 | ... | 2 | 13 | ... | 11 | 11 |
| District of Columbia | 5 | ... | ... | 5 | ... | ... | ... |
| Florida | 27 | ... | ... | 27 | ... | ... | ... |
| Georgia | 3 | ... | 88 | 91 | ... | 88 | 88 |
| Hawaii | 23 | ... | ... | 23 | ... | ... | ... |
| Idaho | 22 | ... | ... | 22 | ... | ... | ... |
| Illinois | 50 | ... | 7 | 57 | 1 | 7 | 8 |
| Indiana | 148 | ... | 2 | 150 | 104 | 2 | 106 |
| Iowa | 128 | ... | 9 | 137 | ... | 9 | 9 |
| Kansas | 25 | ... | 1 | 26 | ... | 1 | 1 |
| Kentucky | 3 | ... | ... | 3 | ... | ... | ... |
| Maine | 20 | ... | ... | 20 | ... | ... | ... |
| Maryland | 8 | ... | 1 | 9 | ... | 1 | 1 |
| Massachusetts | 37 | ... | ... | 37 | ... | ... | ... |
| Michigan | 12 | ... | ... | 12 | ... | ... | ... |
| Minnesota | 71 | ... | 1 | 72 | ... | 1 | 1 |
| Mississippi | 111 | ... | 1 | 112 | ... | 1 | 1 |
| Missouri | 106 | ... | ... | 106 | 1 | ... | 1 |
| Montana | 17 | ... | ... | 17 | ... | ... | ... |
| Nebraska | 64 | ... | 4 | 68 | ... | ... | ... |
| Nevada | 11 | ... | ... | 11 | ... | ... | ... |
| New Hampshire | 14 | ... | ... | 14 | ... | ... | ... |
| New Jersey | 33 | ... | ... | 33 | ... | ... | ... |
| New Mexico | 16 | ... | ... | 16 | ... | ... | ... |
| New York | 61 | ... | ... | 61 | ... | ... | ... |
| North Carolina | 2 | ... | 1 | 3 | ... | 1 | 1 |
| North Dakota | 43 | ... | ... | 43 | ... | ... | ... |
| Ohio | 57 | ... | ... | 57 | ... | ... | ... |
| Oklahoma | 8 | ... | 16 | 24 | ... | 16 | 16 |
| Oregon | 10 | ... | ... | 10 | ... | ... | ... |
| Pennsylvania | 8 | ... | 3 | 11 | ... | 3 | 3 |
| South Carolina | 124 | ... | ... | 124 | ... | ... | ... |
| South Dakota | 23 | ... | 2 | 25 | ... | 2 | 2 |
| Tennessee | 5 | 16 | ... | 21 | 1 | ... | 1 |
| Texas | 59 | ... | ... | 59 | ... | ... | ... |
| Utah | 26 | ... | ... | 26 | ... | ... | ... |
| Vermont | 13 | ... | ... | 13 | ... | ... | ... |
| Virginia | 9 | ... | 12 | 21 | ... | 12 | 12 |
| Washington | 36 | ... | ... | 36 | ... | ... | ... |
| West Virginia | 13 | 1 | ... | 14 | ... | ... | ... |
| Wisconsin | 77 | ... | ... | 77 | ... | ... | ... |
| Wyoming | 14 | ... | 2 | 16 | ... | 2 | 2 |
| TOTALS | 1,775 | 18 | 152 | 1,945 | 107 | 157 | 264 |

## Progress in Agricultural Evening Schools

(Concluded from page 4)

most helpful way of getting useful knowledge."

"Men, if we go home and put into practice those things which we have been learning about the management of hogs, we will get more farm relief than we will get in any other way."

"For a number of years we have been searching for something to bring the town and country people of this community closer together. The night class which Mr. Mayhew has put on has accomplished this more effectively than anything ever attempted."

"We are selling more alfalfa and sweet clover than we ever did before. We sure appreciate the boost which our sales got thru your night school as we know that the farmers will get a lot of benefit from the growth of these two crops."

"As to the value of night classes in agriculture, probably the best reference I could cite you to is my cow testing association herd book. This shows a substantial gain in butterfat production per cow due no doubt to topics discussed in night classes, such as herd managing, feeds and feeding, and better housing facilities."

## California Holds First Convention

(Concluded from page 12)

America is a part of the state and nation-wide organization of similar groups of vocational agricultural students, which have been established in all or a great majority of the departments of vocational agriculture thruout the United States."

There are to be six regional presidents under the plan which has been set up. These are yet to be elected. Committees on finance and constitution were appointed.

It is expected that practically all of the high schools in the state in which vocational agriculture is taught will have chapters before the end of 1929.

## J. B. Lillard

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later president, but then professor of anatomy and university physician.

In 1902, the McKinley High School, St. Louis, asked the Stanford authorities to recommend a man to head a new department of physiology. Dr. Elwood Cubberley and his associates nominated Mr. Lillard who accepted and remained in that position for five years. In 1907, the lure of California became too strong, and he returned to become head of the science department in the old Los Angeles High School.

In January, 1909, he was promoted to the vice-principalship of the newly established Manual Arts High School which he helped to organize. From 1910 to 1917 he served as principal of the Gardena Agricultural High School which is in the Los Angeles City High School district. This was one of the first high schools in California to teach agriculture.

Better to meet the needs of city-reared youth lacking in farm experience, Mr. Lillard established a farm in connection with the school and endeavored to make the work as practical as possible. Out of this experience and his many conferences with farmers and business men came his point of view regarding vocational education in agriculture that made the California program unique among those adopted by the other states with the coming of federal aid.

During his principalship at Gardena, Mr. Lillard was given the additional responsibility of supervisor of agriculture in the Los Angeles City Schools. We believe this to be the first position of the kind in any city school system. The foundation of practical agriculture he helped to lay at this time made it possible for Los Angeles to develop what is undoubtedly the most comprehensive program in agriculture and forestry education now carried on by any city in this country.

Immediately after the passage of the Smith-Hughes Act and California's acceptance of the provisions thereof, Dr. E. R. Snyder, who was commissioner of vocational education for the California State Board of Education, selected Mr. Lillard for the position of state supervisor of agricultural instruction.

Those of us who were privileged to work with Mr. Lillard during the formative period of the vocational work can best appreciate the fine qualities of leadership he always exercised. His tact and sympathy, the good nature and humor that tempered his decisions, and especially his unfailing optimism when the program encountered the educational "banana skins" more or less thoughtlessly dropped along the way by some of the more academically minded brethren—these qualities and many others have endeared "Jerry" to his many friends.

In 1923, with the pioneer work done and several worthy lieutenants ready to take over the work, Mr. Lillard resigned the state supervisorship to accept the presidency of the newly established Sacramento Junior College. This institution has made rapid progress and is now the largest in the state situated on a campus separate from a high school. The same qualities of leadership that distinguished Mr. Lillard in his other educational endeavors are serving to keep him in the forefront of college administrators in California.

Soon after assuming his duties as state supervisor, Mr. Lillard requested the teacher-training division in the University of California to co-operate in the issuance of a "News Letter" which was to be the house organ of the agricultural teachers of the state. This publication met with a hearty reception by the teachers. While the bulk of its contents was made up of the miscellaneous material that characterizes such publications, in nearly every issue there was at least one original article by Mr. Lillard that portrayed his educational philosophy and literary craftsmanship. Three of his "sermonettes" are reprinted herewith.

In addition to his regular duties as school administrator, Mr. Lillard has served as lecturer in education in the University of Southern California, Los Angeles, in which institution he earned the master of arts degree. He also served as lecturer in agricultural education in the University of California, Berkeley, during several summer sessions. At the University of Michigan during the 1929 summer session, he taught two courses, one dealing with junior college organization and the other with curriculum construction.

Mr. Lillard married Helen Lemoyne Hoose in 1908, who shares his literary accomplishments and educational enthusiasms. Three children, a son who is a senior in Stanford and two daughters, now in high school, have graced this union.

## H. M. Skidmore

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Requirements for the degree of M.S. in agriculture education were completed in 1923. He is a member of Alpha Zeta, Delta Sigma Rho, Phi Delta Kappa, Alpha Tau Alpha, and Pi Phi Pi.

After graduating from Washington State College, Mr. Skidmore was appointed state supervisor of vocational agriculture in which work he was engaged for two and one-half years. He was then offered and accepted the position of regional agent for the Federal Board for Vocational Education. After four years of service with the Federal Board during which time and in addition to his supervisoral duties in the 11 western states, he made a detailed and thoro study of agricultural teacher training as then practiced thruout the United States. The results of this study were published in the Federal Board Bulletin, No. 94, Agricultural Series 20, issued June, 1924, and entitled "Teacher Training in Agriculture."

In 1924 Mr. Skidmore accepted the position of state supervisor of classes for the training of teachers of agriculture in the University of California. In this work he was engaged for the next five years, and during this time he made a host of friends among the teachers of agriculture and high school principals of California. In co-operation with the state supervisor of agricultural instruction, Dean Skidmore developed a system of apprenticeship teaching that stands somewhat unique among the directed teaching methods employed by the various states.

In August, 1929, Mr. Skidmore resigned his position with the University of California to accept the dual position of dean of men and dean of instruction in the Sacramento Junior College. In this new work Dean Skidmore will be of material assistance to hundreds of young men each year at the very critical period of "beginning" college. His duties involve not only the development of "orientation" courses for freshmen and methods of educational and vocational counseling but the equally important function of the improvement of college instruction.

The junior college movement is receiving special emphasis in California, and the Sacramento Junior College is the largest in point of enrollment, as well as outstanding in organization and type of work offered. Dean Skidmore, therefore, enjoys a unique opportunity to participate in the further development of this new type of educational institution, and his friends will watch with pleasure the part he is destined to play in its evolution.

(Both articles prepared by F. L. Griffin, associate professor of agricultural education, University of California.)

The North Central Regional Conference will be held the week of March 24 at Chicago.